

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Black Street Elementary

District: Colleton

Principal: Tracy McDonald

Superintendent: Charles Gale

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

Black Street Elementary is located in Colleton County. We are located within the inner city neighborhood of Walterboro. Our school serves a population of approximately 342 Kindergarten through fifth grade students and six special education classes. We have 74% African American, 22% Caucasian, 2% Hispanic and 2% biracial. We have a poverty index of 86.7%. The chart below shows the performance of student groups on PACT 2008.

Testing Category	Percentage Basic and Above for African Americans	Percentage Basic and Above for Caucasians	Percentage Basic and Above for Subsidized Lunch
ELA	65.2%	87.1%	67.9%
Math	51.4%	75.5%	47.1%
Science	37.2%	51.65%	37.9%
Social Studies	48.6%	69.35%	51.1%

We have three instructional coaches, one provided by Reading First, one provided through Title I, and the other through Alternative Technical Assistance funds. We have two reading recovery teachers provided by the Reading First Grant. In order to make expected progress, Black Street Elementary must achieve a 2.7 on our absolute school index by Fall 2009. In order to achieve our goal, our school data was analyzed by principal, leadership team, superintendent and our ERTL.

The highlighted areas show the tracking of a particular group of students from year to year.

PACT Performance: English/Language Arts

Grade	<i>Below Basic</i>				<i>Basic</i>				<i>Proficient</i>				<i>Advanced</i>			
	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008
3	22.1%	27.9%	26%	12.5%	42.9%	52.9%	37%	37.5%	32.5%	19.1%	34.2%	50%	2.6%	0%	2.7%	0%
4	50%	34.2%	46.2%	37.9%	37.9%	55.3%	41.5%	47.5%	12.1%	9.2%	12.3%	15.3%	0%	1.3%	0%	0%
5	48.4%	39.7%	50.7%	44.1%	44.2%	53.4%	40.8%	47.5%	6.5%	6.9%	8.5%	8.5%	1.3%	0%	0%	0%

PACT Performance: Mathematics

Grade	<i>Below Basic</i>				<i>Basic</i>				<i>Proficient</i>				<i>Advanced</i>			
	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008
3	24.1%	36.8%	37%	27.6%	55.7%	59.2%	49.3%	43.1%	15.2%	2.8%	11%	13.8%	5.1%	1.4%	2.7%	15.5%
4	42.4%	45.7%	60.56%	50.8%	40.9%	43.2%	29.58%	33.9%	13.6%	8.6%	9.86%	11.9%	3%	2.5%	0%	3.4%
5	31.3%	42.6%	42.5%	56.5%	55.4%	47.5%	45.2%	33.9%	8.4%	8.2%	8.2%	9.7%	4.8%	1.6%	4.1%	0%

PACT Performance: Science

Grade	<i>Below Basic</i>				<i>Basic</i>				<i>Proficient</i>				<i>Advanced</i>			
	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008
3	61%	73.8%	45.9%	44.8%	34.1%	21.3%	37.8%	37.9%	4.9%	5%	10.8%	13.8%	0%	0%	5.4%	3.4%
4	68.6%	71.8%	69%	72.9%	25.7%	24.7%	21.1%	16.9%	1.4%	1.2%	7%	8.5%	4.3%	2.4%	2.8%	1.7%
5	68.1%	65.6%	62.2%	64.5%	21.3%	29.7%	29.7%	25.8%	8.5%	3.1%	2.7%	3.2%	2.1%	1.6%	5.4%	6.5%

Administration along with the leadership team analyzed student performance data in PACT and MAP. We need to achieve an 2.7 absolute index to meet expected progress by year 2009. On the South Carolina State Achievement Test we will need to gain .2 during the year 2008-2009. Therefore, it is our goal to have a 20% net gain increase in performance levels on our PACT scores for this year. Through our longitudinal data analysis we have identified performance trends. For example, we have identified fourth grade performance as an area of decline on PACT performance. Third grade students continue to perform well on PACT and MAP. Gender specific classes in the fifth grade have improved their performance on MAP. It is through the longitudinal analysis on PACT and current MAP scores that we determined our focused school renewal goals in reading, math and science.

We will monitor our progress through MAP testing to track the South Carolina normed RIT scores. This will be given in September, December, and March. We will also monitor the progress of our students by monitoring common weekly ELA, Math and Science assessments created by our instructional coaches. We will use Dominie for our reading text levels in grades K-3. Reading levels of students in grades 3-5 will be determined through STAR Reading Assessment. We will have a weekly math test to track the progression of students knowing math computations and identify students needing extra intervention. Our third grade students will participate in the progress monitoring required in Reading First. This includes Core Reading Words inventory, Dominie, and the Stanford test. To assure academic performance, we will continue to utilize single gender classes in fifth grade for the 2008-2009 school year.

School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

Items on the timeline have been put into columns according to the type of activity.

Month	Activity			Person Responsible
	Staff Development	Testing	Strategy Monitoring	
August	<ol style="list-style-type: none"> 1. Disaggregation and Utilization of Data(MAP, Dominie, PACT): What's the Next Step? 2. Differentiated Instruction in the Classroom 3. Problem solving 4. Analyzing our 2008 PACT data: Where are we at and determining the amount of growth needed to meet the expected growth by 2009. Do we need to amend our goals to reflect the percentage of growth needed? 5. Teacher collaborative quarterly plans 6. School and Classroom Management: Routines, Procedures 	<ol style="list-style-type: none"> 7. Dominie and Stanford Testing - TD 		<ol style="list-style-type: none"> 1. Principal, Tracy McDonald; Leadership Team: Georgianne Hilton and Rita Pangalangan Classroom teachers in grades 3-5 2. Principal 3. Leadership Team 4. Principal Leadership Team 5. Principal Leadership team 6. Principal Student Concerns, Dwayne George 7. Leadership Team Reading First Literacy Coach, Doris Frederick
September	<ol style="list-style-type: none"> 1. Utilization of Technology in the Classroom 2. Differentiated Instruction in the Classroom 	<ol style="list-style-type: none"> 3. MAPS Administration 	<ol style="list-style-type: none"> 4. Begin weekly observations and provide follow up conferences with the teachers 5. Begin weekly common PACT-like assessments along with the weekly progress monitoring in math, ELA, and Science 	<ol style="list-style-type: none"> 1. School Technology Coordinators: Mary Jo Fox & Christina Goodwin and Consultant, Leah Livingston 2. Principal, Tracy McDonald and consultant, Tina Pateracki 3. Leadership Team: G. Hilton & R. Pangalangan 4. Principal, T. McDonald

				5. Leadership Team Math – G. Hilton ELA – R. Pangalangan Science – G. Hilton
October	1. Utilization of Technology in the Classroom 2. Leadership Team Building and Training Utilizing : <i>Failure is Not an Option</i> by A. Blankstein 3. Teacher collaborative quarterly plans		4. Continue weekly observations and provide follow up conferences with the teachers 5. Continue weekly common PACT-like assessments along with the weekly progress monitoring portfolios 6. Revisiting our Data: Data analysis and making adjustments to differentiated instruction within classrooms	1. School Technology Coordinators: Fox & Goodwin 2. Principal, T. McDonald 3. Leadership Team: Hilton and Pangalangan 4. Principal, McDonald 5. Leadership Team Math – G. Hilton ELA – R. Pangalangan Science – G. Hilton 6. Principal, T. McDonald Leadership Team: Hilton and Pangalangan
November	1. Utilization of Technology in the Classroom 2. Problem Solving		3. Continue weekly observations and provide follow up conferences with the teachers 4. Continue weekly common PACT-like assessments along with the weekly progress monitoring portfolios	1. School Technology Coordinators: Fox and Goodwin 2. Leadership Team: Hilton and Pangalangan and consultant, Marti Kuntz 3. Principal, T. McDonald 4. Leadership Team Math – G. Hilton ELA – R. Pangalangan Science – G. Hilton
December		1. Dominie Testing 2. MAP Administration	3. Continue weekly observations and provide follow up conferences with the teachers 4. Continue weekly common PACT-like assessments along with the weekly progress monitoring	1. Leadership Team, Pangalangan Reading First Literacy Coach, Doris Frederick 2. Leadership Team, Hilton and Pangalangan 3. Principal, T. McDonald 4. Leadership Team Math – G. Hilton ELA – R. Pangalangan Science – G. Hilton

January	1. Utilization of Technology in the Classroom		2. Disaggregation and utilization of our Data: Data analysis and making adjustments to differentiated instruction within classrooms 3. Continue weekly observations and provide follow up conferences with the teachers 4. Continue weekly common PACT-like assessments along with the weekly progress monitoring	1. School Technology Coordinator 2. Principal, T. McDonald Leadership Team, Hilton and Pangalangan 3. Principal, T. McDonald 4. Leadership Team Math – G. Hilton ELA – R. Pangalangan Science – G. Hilton
February		1. MAP Administration - TD	2. Continue weekly observations and provide follow up conferences with the teachers 3. Continue weekly common PACT-like assessments along with the weekly progress monitoring	1. Leadership Team, Hilton and Pangalangan 2. Principal, T. McDonald 3. Leadership Team Math – G. Hilton ELA – R. Pangalangan Science – G. Hilton
March		2. Statewide Writing PASS Test - TD	1. Disaggregation and utilization of our Data: Data analysis and making adjustments to differentiated instruction within classrooms 3. Continue weekly observations and provide follow up conferences with the teachers 4. Continue weekly common PACT-like assessments along with the weekly progress monitoring	1. Principal, T. McDonald Leadership Team, Hilton and Pangalangan 2. Guidance Counselor, Sonte Reed 3. Principal, T. McDonald 4. Leadership Team Math – G. Hilton ELA – R. Pangalangan Science – G. Hilton
May		1. Statewide Achievement Testing in Reading, Math, Science and Social Studies		1. Principal, T. McDonald Guidance Counselor, S. Reed

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1:

By April 1, 2009, 20% of students in grades 3-5 will increase one performance level in the area of math as measured by aligned MAP RIT scores from Fall 2008 to Spring 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<p>Individual 3-5 teachers will analyze PACT and MAP data for their students.</p> <p>Individual teachers will analyze PACT and MAP data to identify students who have the greatest potential to move one performance level in Math.</p>	<p>3-5 Teachers G. Hilton, Math Coach</p> <p>3-5 Teachers R. Pangalangan, Math Coach</p>	<p>September 2008</p>	<p>Data analysis will support the achievement of this goal by identifying students that have the greatest potential for growth.</p> <ul style="list-style-type: none"> Teachers will attend weekly analysis meetings with principal to discuss their individual class analysis forms and to combine on school analysis chart. Teachers will analyze student RIT bands to target specific instruction through the use of DesCartes to utilize during remediation period. Teachers will analyze their students PACT performance and indicate their students that have the greatest potential for growth. <p>Person responsible: Hilton</p>
<p>Principal and leadership team will conduct frequent classroom observations and provide teachers with constructive feedback.</p>	<p>Principal, T. McDonald; Leadership Team: G. Hilton and R. Pangalangan</p>	<p>September 2008</p>	<p>Classroom instruction will improve therefore supporting the achievement of goal.</p> <ul style="list-style-type: none"> An observation schedule will be created for the leadership team and principal to follow. A minimum of 3 observations will be conducted by the Math coach during each week of school. The other members of the leadership team may conduct math observations as well. Written feedback will be given to teachers after

			<p>each math observation. Follow up will be discussed at weekly planning meetings and monthly district leadership team meetings.</p> <ul style="list-style-type: none"> • Lesson observations will be logged into the district database. • Written feedback will be provided to teachers and conferences held if needed. <p>Person responsible: McDonald</p>
Classroom assessments will be written with rigor and monitored for alignment to standards. Data from these assessments will be collected weekly and analyzed to ensure that teachers provide remediation/enrichment/maintenance to students based on progress monitoring assessment data.	<p>Grade 3-5 Classroom Teachers</p> <p>G. Hilton, Math Coach</p>	September 2008	<p>Classroom assessments will be created by the curriculum facilitator to ensure alignment to standards and correct level of rigor/relevance.</p> <ul style="list-style-type: none"> • Coach will provide teachers with copies of a weekly test each Friday. • Teachers will analyze results and complete the analysis sheet to utilize during the analysis meeting with principal. • Remediation/enrichment will occur during the remediation period to address the deficiencies identified during grade level analysis meeting. Once retaught these will then be retested on the weekly test. <p>Person responsible: Hilton</p>
Teachers will continue to collaborate in quarterly planning periods to update and refine the sequence of standards taught during the next nine weeks.	<p>Grade 3-5 Classroom Teachers</p> <p>G. Hilton, Math Coach</p>	August 2008	<p>Teacher collaboration in developing quarterly plans will support the achievement of this goal by ensuring a timeline for teaching all standards within the nine week period.</p> <ul style="list-style-type: none"> • Teachers will create the quarterly plans and distribute to parents and posted on school website. <p>Person responsible: Hilton</p>
Interventionist will support remediation or enrichment activities taught by teachers for groups of selected students.	<p>Grade 3-5 Classroom Teachers</p> <p>G. Hilton, Math Coach</p>	September 2008	<p>Interventionist will support groups of selected students for remediation and/or enhancement as prescribed by teachers.</p> <ul style="list-style-type: none"> • Interventionist will document assistance given in portfolio. • Teachers will identify whom interventionist assists in lesson plans. <p>Person responsible: McDonald</p>
Teachers will enhance instruction through technology based activities with SMART boards to address student learning styles.	Grade 3-5 Classroom Teachers	August 2008	<p>Interactive technology based lessons will support the achievement of this goal by meeting the different learning styles of students.</p> <ul style="list-style-type: none"> • Staff development will be provided for teachers on utilizing technology in the classroom.

	G. Hilton, Math Coach		<ul style="list-style-type: none"> • Interactive technology based lessons will be indicated on teacher lesson plans. • Principal will indicate on observations when teachers have implemented strategies introduced in staff development. A minimum of 3 observations will be conducted by the Math coach during each week of school to determine if technology based strategies have been implemented. The other members of the leadership team may conduct math observations as well. Written feedback will be given to teachers after each math observation. Follow up will be discussed at weekly planning meetings and monthly district leadership team meetings. <p>Person responsible: Hilton</p>
Teachers will collaborate in grade level planning twice weekly and will coordinate math strategies to assure consistent instruction among the grade level.	G. Hilton, Math Coach	September 2008	<p>Collaborative grade level planning will support the achievement of this goal by establishing a consistency of instruction among grade level classes.</p> <ul style="list-style-type: none"> • Minutes will be kept in a grade level planning notebook. • Cross reference of lesson plans and observations will occur and indicated on the observation sheet done by principal and leadership team. • A minimum of 3 observations will be conducted by the Math coach during each week of school. The other members of the leadership team may conduct math observations as well. Written feedback will be given to teachers after each math observation. Follow up will be discussed at weekly planning meetings and monthly district leadership team meetings. <p>Person responsible: Hilton</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2:

By April 1, 2009, 20% of students in grades 3-5 will increase one performance level in the area of ELA as measured by aligned MAP RIT scores from Fall 2008 to Spring 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<p>Individual 3-5 teachers will analyze PACT and MAP data for their students.</p> <p>Individual teachers will analyze PACT and MAP data to identify students who have the greatest potential to move one performance level in ELA.</p>	<p>3-5 Teachers R. Pangalangan, Curriculum Facilitator</p> <p>3-5 Teachers R. Pangalangan, Curriculum Facilitator</p>	<p>September 2008</p>	<p>Data analysis will support the achievement of this goal by identifying students that have the greatest potential for growth.</p> <ul style="list-style-type: none"> Teachers will attend weekly analysis meetings with principal to discuss their individual class analysis forms and to combine on school analysis chart. Teachers will analyze student RIT bands to target specific instruction through the use of DesCartes to utilize during remediation period. Teachers will analyze their students PACT performance and indicate their students that have the greatest potential for growth. <p>Person responsible: Pangalangan</p>
<p>Principal and leadership team will conduct frequent classroom observations and provide teachers with constructive feedback.</p>	<p>Principal, T. McDonald; Leadership team, G. Hilton and R. Pangalangan</p>	<p>September 2008</p>	<p>Classroom instruction will improve therefore supporting the achievement of goal.</p> <ul style="list-style-type: none"> An observation schedule will be created for the leadership team and principal to follow. A minimum of 3 observations will be conducted by the ELA coach during each week of school. The other members of the leadership team may conduct ELA observations as well. Written feedback will be given to teachers after each math observation. Follow up will be discussed at weekly planning meetings

			<p>and monthly district leadership team meetings.</p> <ul style="list-style-type: none"> • Lesson observations will be logged into the district database. • Written feedback will be provided to teachers and conferences held if needed. <p>Person responsible: McDonald</p>
Classroom assessments will be written with rigor and monitored for alignment to standards. Data from these assessments will be collected weekly and analyzed to ensure that teachers provide remediation/enrichment/maintenance to students based on progress monitoring assessment data.	<p>Grade 3-5 Classroom Teachers</p> <p>R. Pangalangan, Curriculum Facilitator</p>	September 2008	<p>Classroom assessments will be created by the curriculum facilitator to ensure alignment to standards and correct level of rigor/relevance.</p> <ul style="list-style-type: none"> • Coach will provide teachers with copies of a weekly test each Friday. • Teachers will analyze results and complete the analysis sheet to utilize during the analysis meeting with principal. • Remediation/enrichment will occur during the remediation period to address the deficiencies identified during grade level analysis meeting. Once retaught these will then be retested on the weekly test. <p>Person responsible: Pangalangan</p>
Teachers will continue to collaborate in teacher quarterly planning periods to update and refine the sequence of standards taught during the next nine weeks.	<p>Grade 3-5 Classroom Teachers</p> <p>R. Pangalangan, Curriculum Facilitator</p>	September 2008	<p>Teacher collaboration in developing quarterly plans will support the achievement of this goal by ensuring a timeline for teaching all standards within the nine week period.</p> <ul style="list-style-type: none"> • Teachers will create the quarterly plans and distribute to parents and posted on school website. <p>Person responsible: Pangalangan</p>
Interventionist will support remediation or enrichment activities done by teachers for groups of students.	<p>Grade 3-5 Classroom Teachers</p> <p>R. Pangalangan, Curriculum Facilitator</p> <p>Principal, T McDonald</p>	September 2008	<p>Interventionist will support groups of selected students for remediation and/or enhancement as prescribed by teachers.</p> <ul style="list-style-type: none"> • Interventionist will document assistance given in portfolio. • Teachers will identify whom interventionist assists in lesson plans. <p>Person responsible: McDonald</p>

Teachers will utilize leveled classroom libraries to differentiate the various levels of reading.	Grade 3-5 Classroom Teachers R. Pangalangan, Curriculum Facilitator	September 2008	Utilization of classroom libraries will support the achievement of this goal by facilitating the various reading levels within the classroom. <ul style="list-style-type: none"> • Purchase orders will indicate the leveled books that are purchased. • Student independent reading journals will indicate the various book levels they are reading. • STAR reading levels will increase from students reading on their independent reading level. Person responsible: Pangalangan
Teachers will collaborate in grade level planning twice weekly and will coordinate ELA strategies to assure consistent instruction among the grade level.	R. Pangalangan, Curriculum Facilitator	September 2008	Collaborative grade level planning will support the achievement of this goal by establishing a consistency of instruction among grade level classes. <ul style="list-style-type: none"> • Minutes will be kept in a grade level planning notebook. • Cross reference of lesson plans and observations will occur and indicated on the observation sheet done by principal and leadership team. A minimum of 3 observations will be conducted by the ELA coach during each week of school. The other members of the leadership team may conduct ELA observations as well. Written feedback will be given to teachers after each ELA observation. Follow up will be discussed at weekly planning meetings and monthly district leadership team meetings. Person responsible: McDonald
Targeted instruction will occur during a focused period for Descartes enrichment or remediation.	Grade 3-5 Teachers	October 2008	Remediation and enrichment instruction will support the achievement of this goal by targeting the specific needs of a group of students. <ul style="list-style-type: none"> • Remediation/enrichment period schedule will be created by curriculum facilitator. • Teachers will include this time on their lesson plans and plan appropriately. Person responsible: Pangalangan

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3:

By April 1, 2009, 30% of students in grades 3-5 will increase one performance level in the area of Science as measured by aligned MAP RIT scores from Fall 2008 to Spring 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<p>Individual 3-5 teachers will analyze PACT and MAP data for their students.</p> <p>Individual teachers will analyze PACT and MAP data to identify students who have the greatest potential to move one performance level in Science.</p>	<p>3-5 Teachers G. Hilton, Science Coach</p> <p>3-5 Teachers G. Hilton, Science Coach</p>	<p>September 2008</p>	<p>Data analysis will support the achievement of this goal by identifying students that have the greatest potential for growth.</p> <ul style="list-style-type: none"> Teachers will attend weekly analysis meetings with principal to discuss their individual class analysis forms and to combine on school analysis chart. Teachers will analyze student RIT bands to target specific instruction through the use of DesCartes to utilize during remediation period. Teachers will analyze their students PACT performance and indicate their students that have the greatest potential for growth. <p>Person responsible: Hilton</p>
<p>Principal and leadership team will conduct frequent classroom observations and provide teachers with constructive feedback.</p>	<p>Principal, T. McDonald; Leadership team, G. Hilton and R. Pangalangan</p>	<p>September 2008</p>	<p>Classroom instruction will improve therefore supporting the achievement of goal.</p> <ul style="list-style-type: none"> An observation schedule will be created for the leadership team and principal to follow. A minimum of 2 observations will be conducted by the Science coach during each week of school. The other members of the leadership team may conduct science observations as well. Written feedback will be given to teachers after each math

			<p>observation. Follow up will be discussed at weekly planning meetings and monthly district leadership team meetings.</p> <ul style="list-style-type: none"> • Lesson observations will be logged into the district database. • Written feedback will be provided to teachers and conferences held if needed. <p>Person responsible: McDonald</p>
Teachers will utilize research-based STC and FOSS science kits in conjunction with the current curriculum (Anderson 5) to provide focused standards-based instruction.	G. Hilton, Science Coach	September 2008	<p>Classroom instruction will reach a variety of learning modalities therefore supporting the achievement of this goal.</p> <ul style="list-style-type: none"> • Lesson plans will indicate the use of the kits. • Schedule for using the lab will be kept. • Grade level planning notes will indicate the discussion of kit usage. Science kits will be utilized on a weekly basis. Student progress in science will be determined in the student performance on weekly common assessments. <p>Person responsible: Hilton</p>
Classroom assessments will be written with rigor and monitored for alignment to standards. Data from these assessments will be collected weekly and analyzed to ensure that teachers provide remediation/enrichment/maintenance to students based on progress monitoring assessment data.	<p>Grade 3-5 Classroom Teachers</p> <p>G. Hilton, Science Coach</p>	September 2008	<p>Classroom assessments will be created by the science coach to ensure alignment to standards and correct level of rigor/relevance.</p> <ul style="list-style-type: none"> • Coach will provide teachers with copies of a weekly test each Friday. • Teachers will analyze results and complete the analysis sheet to utilize during the analysis meeting with principal. • Remediation/enrichment will occur during the remediation period to address the deficiencies identified during grade level analysis meeting. Once retaught these will then be retested on the weekly test. <p>Person responsible: Hilton</p>
Teachers will continue to collaborate in teacher quarterly planning periods to update and refine the sequence of standards taught during the next nine weeks.	<p>Grade 3-5 Classroom Teachers</p> <p>G. Hilton, Science Coach</p>	September 2008	<p>Teacher collaboration in developing quarterly plans will support the achievement of this goal by ensuring a timeline for teaching all standards within the nine week period.</p> <ul style="list-style-type: none"> • Teachers will create the quarterly plans and distribute to parents and posted on school website. <p>Person responsible: Hilton</p>

Interventionist will support remediation or enrichment activities done by teachers for groups of selected students.	Grade 3-5 Teachers Principal, T. McDonald	September 2008	Interventionist will support groups of selected students for remediation and/or enhancement as prescribed by teachers. <ul style="list-style-type: none"> • Interventionist will document assistance given in portfolio. • Teachers will identify whom interventionist assists in lesson plans. Person responsible: McDonald
Teachers will collaborate in grade level planning twice weekly and will coordinate Science strategies to assure consistent instruction among the grade level.	G. Hilton, Science Coach	September 2008	Collaborative grade level planning will support the achievement of this goal by establishing a consistency of instruction among grade level classes. <ul style="list-style-type: none"> • Minutes will be kept in a grade level planning notebook. • Cross reference of lesson plans and observations will occur and indicated on the observation sheet done by principal and leadership team. A minimum of 2 observations will be conducted by the Science coach during each week of school. The other members of the leadership team may conduct science observations as well. Written feedback will be given to teachers after each math observation. Follow up will be discussed at weekly planning meetings and monthly district leadership team meetings. Person responsible: McDonald
Activity schedule will be altered to include a science lab period for grades 3-5. Science coach will use this period to teach each class to teach science inquiry and process skills.	G. Hilton, Science Coach	August 2008	An increase in science instruction time will support the achievement of this goal by targeting skills that need to be taught. <ul style="list-style-type: none"> • Master activity schedule will indicate the use of science lab. Person responsible: Hilton

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1:

By April 1, 2009, 30% of students in grades 3-5 will increase one performance level in the area of Science as measured by aligned MAP RIT scores from Fall 2008 to Spring 2009.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Principal and leadership team will monitor 100% of teachers in grades 3-5 by observing at least 5 teachers per week to assure the implementation of the Focused School Renewal Plan goals in science.	Principal, T. McDonald Science Coach, G. Hilton	September 2008	Monitoring 100% of teachers will support the achievement of this goal by assuring the implementation the strategies indicated in plan. <ul style="list-style-type: none"> Principal will maintain a master schedule indicating times science instruction occurs in each class. Principal will meet with leadership team once a week to establish a schedule identifying teachers to be observed by each member for the next week. Written feedback and/or conference will be provided to teachers following lesson observations. Follow up observations will be conducted to ensure the implementation of the identified feedback. Person responsible: Tracy McDonald
Principal will ensure teachers are collaboratively planning twice weekly to develop lessons and strategies to ensure consistency within the grade level.	Principal, T. McDonald Science Coach, G. Hilton	September 2008	Grade level planning will support the achievement of this goal by developing consistent strategies to be utilized throughout the grade level. <ul style="list-style-type: none"> Principal will designate days for grade levels to collaborate together to develop common standards to be taught and strategies to be

			<p>utilized throughout the grade level.</p> <ul style="list-style-type: none"> Grade levels will keep minutes of grade level planning in a binder. <p>Person responsible: Tracy McDonald</p>
Principal and leadership team will assess weekly lesson plans and assessments for alignment to standards, alignment to Anderson V pacing guide, rigor and relevance and various learning strategies.	<p>Principal, T. McDonald</p> <p>Science coach, G. Hilton</p>	September 2008	<p>Assessment of weekly lesson plans and assessments will support the achievement of this goal by assuring alignment to standards and appropriate levels of rigor and relevance.</p> <ul style="list-style-type: none"> Principal will establish a schedule for teachers to turn in lesson plans each Friday afternoon. Principal will assign each member of leadership team lesson plans to review and provide written feedback to teachers on lessons and assessments. Feedback will be given either written feedback or feedback in conference. Lesson plans will be kept in office for cross reference during observations. <p>Person responsible: Tracy McDonald</p>
Additional instruction will be given to students in grades 3-5 by science coach.	Principal, T. McDonald	August 2008	<p>Additional instruction time in science will support the achievement of this goal by identifying weakness in science for coach to target.</p> <ul style="list-style-type: none"> Principal will adjust activity schedule in add science lab class for grades 3-5 to be taught by science coach. <p>Person responsible: Tracy McDonald</p>
Ensure that teachers provide remediation/enrichment/maintenance to students based on progress monitoring assessment data.	Principal, T. McDonald	October 2008	<p>Remediation and enrichment of identified students will support the achievement of this goal by ensuring expected progress of students.</p> <ul style="list-style-type: none"> Principal will establish an analysis and reflection sheet for teachers to complete on weekly common assessments developed by coaches. Teachers will meet with principal weekly to discuss and analyze results as individual class and grade level. Interventionists will provide weekly schedule of students they have provided individual or small group assistance. <p>Person responsible: Tracy McDonald</p>

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2:

By April 1, 2009, 20% of students in grades 3-5 will increase one performance level in the area of math as measured by aligned MAP RIT scores from Fall 2008 to Spring 2009.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Principal will monitor 100% of teachers in grades 3-5 by observing at least 5 teachers per week to assure the implementation of the Focused School Renewal Plan goals in mathematics.	Principal, T. McDonald Math Coach, G. Hilton	September 2008	Monitoring 100% of teachers will support the achievement of this goal by assuring the implementation the strategies indicated in plan. <ul style="list-style-type: none"> Principal will maintain a master schedule indicating times mathematics instruction occurs in each class. Principal will meet with leadership team once a week to establish a schedule identifying teachers to be observed by each member for the next week. Written feedback and/or conference will be provided to teachers following lesson observations. Follow up observations will be conducted to ensure the implementation of the identified feedback. Person responsible: Tracy McDonald
Principal will ensure teachers are collaboratively planning twice weekly to develop lessons and strategies to ensure consistency within the grade level.	Principal, T. McDonald Math Coach, G. Hilton	September 2008	Grade level planning will support the achievement of this goal by developing consistent strategies to be utilized throughout the grade level. <ul style="list-style-type: none"> Principal will designate days for grade levels to collaborate together to develop common standards to be taught and strategies to be utilized throughout the grade level.

			<ul style="list-style-type: none"> Grade levels will keep minutes of grade level planning in a binder. Person responsible: Tracy McDonald
Principal and leadership team will assess weekly lesson plans and assessments for alignment to standards, alignment to Anderson V pacing guide, rigor and relevance and various learning strategies.	Principal, T. McDonald Leadership Team: G. Hilton	August 2008	Assessment of weekly lesson plans and assessments will support the achievement of this goal by assuring alignment to standards and appropriate levels of rigor and relevance. <ul style="list-style-type: none"> Principal will establish a schedule for teachers to turn in lesson plans each Friday afternoon. Principal will assign each member of leadership team lesson plans to review and provide written feedback to teachers on lessons and assessments. Feedback will be given either written feedback or feedback in conference. Lesson plans will be kept in office for cross reference during observations. Person responsible: Tracy McDonald
Materials and resources needed to teach standards and implement lesson delivery will be purchased.	Principal, T. McDonald	September 2008	Purchasing of materials will support the achievement of this goal by supporting the different learning modalities of children. <ul style="list-style-type: none"> Principal will provide copies of purchase orders indicating the materials purchased. Teachers will document items needed in their lesson plans Person responsible: Tracy McDonald
Ensure that teachers provide remediation/enrichment/maintenance to students based on progress monitoring assessment data.	Principal, T. McDonald Math Coach, G. Hilton	August 2008	Remediation and enrichment of identified students will support the achievement of this goal by ensuring expected progress of students. <ul style="list-style-type: none"> Principal will establish an analysis and reflection sheet for teachers to complete on weekly common assessments developed by coaches. Teachers will meet with principal to discuss and analyze results as individual class and grade level. Interventionists will provide weekly schedule of students they have provided individual or small group assistance. Person responsible: Tracy McDonald

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1: By April 1, 2009, 20% of students in grades 3-5 will increase one performance level in the area of math as measured by aligned MAP RIT scores from Fall 2008 to Spring 2009.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
District administrators will be conducting classroom observations in mathematics lessons on a routine basis.	superintendent	August 2008	School Leadership Team minutes will reflect the feedback provided by the district administrators from the EDI Classroom Observation Data Reports to the teachers regarding instructional effectiveness. A consensus is reached and feedback is given to the teachers by the principal. C. Gale
District administrators will be monitoring teacher assessment portfolios each month to ensure that students are being held accountable to the rigor of the grade level standards.	superintendent	August 2008	School Leadership Team minutes will reflect the feedback provided by the district administrators regarding the rigor of teacher assessment portfolios. Feedback will be shared with individual teachers if there is a concern. C. Gale
District administrators will meet with the school leadership team each month to monitor the successful implementation of the mathematics focused goal strategies.	superintendent	August 2008	School Leadership Team minutes will reflect the attendance and feedback of the district administrators regarding the successful implementation of the mathematics focused goal strategies. C. Gale

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District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2: By April 1, 2009, 20% of students in grades 3-5 will increase one performance level in the area of ELA as measured by aligned MAP RIT scores from Fall 2008 to Spring 2009.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
District administrators will be conducting classroom observations in ELA lessons on a routine basis.	superintendent	August 2008	School Leadership Team minutes will reflect the feedback provided by the district administrators from the EDI Classroom Observation Data Reports to the teachers regarding instructional effectiveness. A consensus is reached and feedback is given to the teachers by the principal. C. Gale
District administrators will be monitoring teacher assessment portfolios each month to ensure that students are being held accountable to the rigor of the grade level standards.	superintendent	August 2008	School Leadership Team minutes will reflect the feedback provided by the district administrators regarding the rigor of teacher assessment portfolios. Feedback will be shared with individual teachers if there is a concern. C. Gale
District administrators will meet with the school leadership team each month to monitor the successful implementation of the ELA focused goal strategies.	superintendent	August 2008	School Leadership Team minutes will reflect the attendance and feedback of the district administrators regarding the successful implementation of the ELA focused goal strategies. C. Gale

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District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 3: By April 1, 2009, 30% of students in grades 3-5 will increase one performance level in the area of Science as measured by aligned MAP RIT scores from Fall 2008 to Spring 2009.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
District administrators will be conducting classroom observations in mathematics lessons on a routine basis.	superintendent	August 2008	School Leadership Team minutes will reflect the feedback provided by the district administrators from the EDI Classroom Observation Data Reports to the teachers regarding instructional effectiveness. A consensus is reached and feedback is given to the teachers by the principal. C. Gale
District administrators will be monitoring teacher assessment portfolios each month to ensure that students are being held accountable to the rigor of the grade level standards.	superintendent	August 2008	School Leadership Team minutes will reflect the feedback provided by the district administrators regarding the rigor of teacher assessment portfolios. Feedback will be shared with individual teachers if there is a concern. C. Gale
District administrators will meet with the school leadership team each month to monitor the successful implementation of the science focused goal strategies.	superintendent	August 2008	School Leadership Team minutes will reflect the attendance and feedback of the district administrators regarding the successful implementation of the science focused goal strategies. C. Gale

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Title and Description of Each Program and Initiative Included in the FSRP

Assessments

- ***Dominie Reading & Writing Assessment Portfolio***- K-5 standardized reading assessment
- ***Measures of Academic Progress MAP***- Assessment for progress monitoring and projected PACT performance for English Language Arts, math and science; administered fall, winter, spring in grades 2-5.
- ***Palmetto Achievement Challenge Test (PACT)*** - SC state assessment administered to 3rd, 4th and 5th graders across all content areas.
- ***PACT-like weekly assessments***- weekly common formative assessments
- ***Teacher portfolio*** - Data notebooks that includes an analysis of student achievement data (common PACT-like assessments), grade distribution sheets, MAP data, and PACT data.

Staffing Initiatives

- ***Content Coaches***
 1. Math Coach- provides all teachers with data analysis, training, modeling, observing, and coaching.
 2. Literacy Coach- South Carolina Reading First literacy coach that assists teachers in grades kindergarten through third grade with data analysis, training, modeling, observing, and coaching.
 3. Curriculum and Instruction Facilitator – assists all teachers in data analysis, training, modeling, observing and coaching.

Staff Development Initiatives

- ***Failure is Not An Option by Alan Blankstein*** – professional text that addresses the professional learning community as the center of effective school reform. We will look at the six guiding principles for creating and sustaining a high performing school.
- ***Science Kits***- research-based inquiry learning materials and guides aligned with the state standards by units of instruction.
- ***Data Analysis Training*** – Assists teachers in the analysis of MAP data. Specifically we will work with teachers in creating curriculum ladders and utilization of DesCartes with their students. We will also assist teachers in analyzing student performance on weekly common assessments. Another issue we will address is how to utilize your data to guide your flexible groups in differentiated instruction.
- ***Differentiated Instruction*** – using data to determine, monitor and adjust flexible groups within classroom instruction that includes developmentally appropriate strategies for the various levels of groups within the class.
- ***Quarterly Planning*** – Teachers will collaboratively plan the sequence of standards to be taught within a nine week period along with strategies they may use to teach the standards.

- ***Explicit Direct Instruction*** – Explicit Direct Instruction, an approach based on the premise that all children can learn, helps teachers deliver effective lessons to improve student achievement.